

Curriculum Vitae

Melissa L. Stinnett, Ph.D.
Professor

Western Illinois University
School of Education
College of Education & Human Development
1 University Circle, 54 Horrabin Hall
Macomb, IL 61455
Office Phone: (309) 298-2033

4 Hickory Grove
Macomb, IL 61455
Cell: (309)270-3736
Email: M-Stinnett@wiu.edu

EDUCATION HISTORY:

Ph.D. University of Illinois, Urbana-Champaign, Illinois
Language and Literacy
Dissertation: *Experienced and Novice Teachers' Perceptions of Their Satisfaction Regarding The Implementation of a Balanced Literacy Program In Grades K-2.*

M. Ed. University of Illinois, Urbana-Champaign, Illinois
Reading Endorsement

B.A. Eureka College, Eureka, Illinois
Language Arts Concentration
Cum laude

Teaching Licenses Currently Held:

Grades K-9, Type 03, Elementary Education, IL.
Title 1 Reading Endorsement, IL.

Specialized Professional Training:

2020	Anti-Racist Series, CITR, WIU, Macomb, IL. fall 2020.
2020	Diversity Training, Western Illinois University, January 10.
2017	IL-TPAC Summit: A Review of edTPA Handbooks, Northern Illinois University, Dekalb, IL., September 11, 2017.
2016	edTPA, <i>Deep Dive Workshop</i> , Illinois College, Jacksonville, IL.
2015	Instructional Technology Conference; <i>Faculty Summer Institute @ the Intersection of Teaching, Learning, and Technology</i> , Urbana-Champaign, May 27-29.
2015	IL-TPAC Annual State Conference, <i>Moving Forward with edTPA</i> , Illinois State University, Alumni Center, Normal, IL.

- 2014 edTPA Training, Western Illinois University, Macomb, Il.
- 2014 Qualitative Research Series I, II, III, and IV, Western Illinois University, Macomb, Il.
- 2013 Successful and Sane: Reinventing Class Discussions online, Western Illinois University, Macomb, Il.
- 2008 Dealing with Differences Institute, Western Illinois University, Macomb, Il.
- 2003 Instructional Cognitive Coaching Foundation Seminar, Indianapolis, IA.
- 1991 Reading Recovery Teacher Training, Center for the Study of Reading, Urbana, Il.

PROFESSIONAL HISTORY:

Fellowship:

2013-2014 Office of International Education, Western Illinois University, Awarded the Faculty Study Abroad Fellowship, traveled to New Zealand to design an international study abroad program for students and conducted a research project at Inquiry-based school, *Pedagogy in New Zealand*, \$5,000.00.

Fulbright Program:

1998-1999 Fulbright Teacher Exchange, Fulbright Foundation, Awarded the one-year Teacher Exchange living in Dudley, England, teaching all subjects to fourth grade students within British educational system, collaborated with a team of teachers for the purpose of cultural exchange.

Research Experience:

2019-2020 Principle Investigator, Western Illinois University, Office of Sponsored Projects, *ACT Program: How Does a Structured Six-Week Course Within a Hybrid Format Affect Student Testing?*, \$3,000.00

2016-2017 Principle Investigator, Western Illinois University, University Research Council Grant, *Inquiry-Based Instruction, New Literacies, and Common Core State Standards: Lessons for Implementation from One Exemplary New Zealand School*, \$7,000.00

2013-2014 Co-Investigator, Tracy Family Foundation, *Curriculum Reconfiguration: Integrating Science and Literacy throughout St. Paul School, (K-6)*, Co-Principle Investigators: Dr. Sybastian Szyjka and Dr. Abha Singh, \$64,350

2011-2012 Principle Investigator, Western Illinois University; Office of Sponsored Projects, *The Community Outreach Program R.E.A.D.Y. Bus: How Does It Affect Voluntary Reading?*, 3,000.00

- 2011-2012 Co-Investigator, *Illinois Association of Teacher Educators' Research Mini-Grant Program*, Principle Investigator, Dr. Sebastian Szyjka, \$250.00
- 2009-2010 Principle Investigator, Western Illinois University, Office of Sponsored Projects, *The Efficacy of Two Professional Development Programs: How Do They Compare on Reading Achievement.?*; \$1,000.00
- 2007-2008 Co-Investigator, University of Wisconsin Oshkosh, Lesson Study Grant, Scholarship of Teaching and Learning, *Student-Involved Classroom Assessment in a Literacy Education Class*, Co-Principle Investigators: Dr. Judy Lambert and Dr. Joan Steiner, \$1,500.00
- 2006-2007 Co-Investigator, University of Wisconsin Oshkosh, Lesson Study Grant, Scholarship of Teaching and Learning, *What makes good writing? A study using 6-1 Trait Writing*, Co-Principle Investigators: Dr. Judy Lambert and Dr. Joan Simmons, \$1,000.00
- 2005-2006 Participant, University of Wisconsin Oshkosh, Scholarship of Teaching and Learning Year-Long Mentoring Program, \$1,000.00
- 2005-2006 Principle Investigator, University of Wisconsin Oshkosh, Faculty Development Grant, *No Child Left Behind and the Role of Literacy Coach*, \$3,000.00
- 2004-2005 Principle Investigator, University of Wisconsin Oshkosh, Recipient of Vander Putten International Award, *New Zealand's Take on Whole Language: Pedagogy in K-2 Classrooms*, 2004, \$5,000.00
- 2003-2004 Principle Investigator, University of Wisconsin Oshkosh, Faculty/Dean's Incentive Grant Award, *Literacy Coaching*, course release, \$8,000.00

PROFESSIONAL EXPERIENCE

- Professor of Literacy 2016-Present
Western Illinois University
 Administrative Role as Graduate Coordinator of Graduate Reading Program: recruiting for program, advising graduate students; taught undergraduate courses, graduate courses, developed and taught on-line courses; supervised clinicians and conducted seminars.
- Associate Professor of Literacy 2011-2016
Western Illinois University
 Taught undergraduate courses, graduate courses, developed and taught on-line courses; supervised clinicians and conducted seminars.
- Assistant Professor of Literacy 2007-2011
 (Tenure, 2010)
Western Illinois University

Taught undergraduate courses, graduate courses, developed and taught on-line courses; supervised clinicians and conducted seminars.

Assistant Professor of Reading

2002-2007

University of Wisconsin at Oshkosh

Taught and revised undergraduate and graduate courses, supervised clinicians, taught independent study, worked as an active member and collaborator for Community B Methods Block for undergraduate students, created and implemented an international study abroad program for undergraduate students.

Online Course Development:

RDG 587, Practicum in Reading, K-5 for Master's of Science in Reading Education Program: The Practicum in Reading, is an advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as graduate students work individually with small groups of students in grades K-5 within a closely supervised instructional setting.

RDG 571, Literacy Assessment, Instruction, and Interventions for Diverse Learners, K-5

Graduate students must tutor a struggling reader outside of class time, using interventions, assessments and writing up a case-study.

ACT Prep Program & Modules

Created and designed ACT Program for students working on achieving the required cumulative ACT score to be admitted into the education program (Spring, 2018; Fall 2017; Spring, 2017; Fall 2016)

RDG 576, Psychology of Reading, K-8

Students study the cognitive, linguistic, motivational and sociocultural factors that affect reading and writing processes and development, including culture, native language, human development, language learning, and reading disabilities, and the influence of theoretical perspectives on literacy instruction.

LA 577, Writing in the Elementary School, K-8

This writing course was designed to explore a variety of methods and materials for using a process approach to writing in the elementary school.

LA 567, Teaching Language Arts in the Elementary School in Elementary Education, K-8

The course focuses on the identification of skills to be taught and methods and materials to be used in the teaching of reading, composition, grammar and usage, listening and speaking, viewing and visual representation.

C & I 600, Graduate Seminar, K-6

Graduate students conduct action research, administer pre- and posttests, write a literature review, and assemble components together as a research paper.

Teaching Experience:

Graduate Courses Taught:

Foundations of Reading in the Middle and Secondary School
(RDG 568)

Western Illinois University, School of Education
Fall 2020

An advanced study of effective literacy techniques, assessments, curricular materials and literate environments in middle and secondary classrooms within the context of state and national reading standards.

Reading in Early Childhood
(RDG 569)

Western Illinois University, Department of C & I
Summer 2019; Summer 2018; Summer 2017

Designed to help teachers of preschool, kindergarten, and primary grades to plan and design developmentally appropriate programs aimed at facilitating the acquisition of prereading and reading abilities. Emphasis on how early guidance and instructional programs can attend to all aspects of language, listening, speaking, reading, and writing.

Leadership in Reading
(RDG 588)

Western Illinois University, Department of C & I
Fall 2020, Fall 2019; Fall 2018; Fall 2017

Designed for the reading specialist in the classroom or remedial program and for the administrator responsible for the reading program, this course prepares participants to act as change agents within the school-based reading program in areas of curriculum/methodology, organization, administration, and staff development.

Literacy Coaching Practicum
(RDG 590)

Western Illinois University, Department of C & I
Spring, 2020; Spring 2018; Spring 2017

This course provides in-depth, intensive experiences focus on coaching principles and strategies designed toward innovation and improvement in literacy instruction, leading to enhanced K-12 student growth and achievement. Topics include providing leadership for a school's literacy program, advocacy for effective literacy instruction, and collaboration with teachers, school personnel and other stakeholders.

Literacy Assessment, Instruction, and Interventions for Diverse Learners, K-5
(RDG 571)

Western Illinois University, Department of C & I
Spring, 2020; Spring, 2019, Fall, 2015; Fall, 2014; Fall 2013; Spring, 2011

A K-5 course focusing on the selection, interpretation, and implementation of literacy assessment measures and the use of appropriate and varied instructional and intervention techniques, materials, and resources for diverse readers in individual, small group, and classroom settings. Graduate students must tutor a struggling reader outside of class time, implementing the assessments and writing up a case-study.

Upper Level Reading Practicum for Master's of Science in Reading Education Program

(RDG 589), 6-12

Western Illinois University, Department of C & I
Spring, 2018; Spring, 2012

The upper level practicum, is an advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as graduate students work individually with small groups of students in grades 6-12 in a closely supervised instructional setting. I worked with local schools to recruit tutees for this course.

Practicum in Reading, K-5 for Master's of Science in Reading Education Program
(RDG 587)

Western Illinois University, Department of C & I
Spring, 2020; Spring, 2019; Fall 2012; Spring 2013 (two sections)

The Practicum in Reading, is an advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as graduate students work individually with small groups of students in grades K-5 within a closely supervised instructional setting. After conducting a battery of assessments, the teachers create and implement an individualized instructional program for each tutee. They use evidence-based instructional techniques as well as web-based techniques and activities for tutoring. As the instructor for this course, I also recruited the students for tutoring and matched them with a teacher.

Teaching Reading in the Elementary Education School, K-12
(RDG 570)

Western Illinois University, Department of C & I
Spring, 2020; Fall 2009; Summer 2008; Fall 2007

This entry level course has a range of topics including, theories, assessment, emergent literacy, word recognition, vocabulary development, comprehension, study techniques, the use of technology, and an overview of research spanning the themes of the class. A focus of the class included reading several research articles and to writing responses on various topics. They also chose a topic to reflect best practice, learning about current trends in education, and presented the information in class. The cumulative project in this class was to develop a classroom literacy plan, describing how they will create an effective literacy environment.

Teaching Language Arts in the Elementary School in Elementary Education (LA 567), K-8

Western Illinois University, Department of C & I
Fall 2015; Fall, 2014

Converting a face-to-face graduate level course to an online, asynchronous format using the university sponsored Desire 2 Learn platform. This course is an elective course for master's level students in the Reading and Elementary Education programs. It focuses on the identification of skills to be taught and methods and materials to be used in the teaching of reading, composition, grammar and usage, listening and speaking, viewing and visual representation.

Phonics for Decoding and Spelling (RDG 508), K-3.

Western Illinois University, Department of C & I
Spring, 2018; Spring, 2014; Summer 2013

This course is an elective for master's level students in the Reading and Elementary Education programs. Graduate students have the opportunity to work with the concepts of phonological/phonemic awareness, phonics strategies and spelling. They also work with a young student (grades k, 1, 2, or 3) for this course.

Exemplary Practices in Reading Programs

Annual Reading/Writing Conference: Teachers as Readers and Writers

(RDG 764)

University of Wisconsin Oshkosh, Literacy Education Department

Fall, 2006

This special writing course provided students the opportunity to read the works of a celebrated author who would be the key speaker at the departmental conference and to integrate what they have learned from the conference into their teaching. The course involved attending weekend classes and then also attending the all-day Saturday literacy conference. As well as reading and critiquing professional articles, this course looked at the examples of the author's writing in order to use what we know as writers to better our work in the classroom.

Reading in the Elementary School

(RDG 570)

University of Wisconsin Oshkosh, Literacy Education Department

Spring, 2004; Summer 2004; Summer 2005; Fall 2005

This an entry-level graduate course explores issues related to reading instruction in elementary schools; such as, writing process, phonics, related theories, current instructional topics and evaluation. It is designed to provide the graduate student with an overview of contemporary topics in elementary school reading programs. Assignments include developing a philosophy of reading, engaging in professional reading, and creating a professional learning experience.

Reflective Journey of a Reading Educator

(RDG 798)

University of Wisconsin Oshkosh, Literacy Education Department

Fall 2002-Spring 2007

This culminating activity is a performance-based assessment developed to replace the written comprehensive exam. This pass/fail course is taken in the final term of graduate work for the MSE-Reading degree. Students create a portfolio to demonstrate the culmination of their learning, using the four areas of the university model: Change Agent, Lifelong Learner, Skillful Practitioner, and Reflective Practitioner to create a unique project. I met individually with 57 graduate students, providing guidelines on their projects and then serving as a committee member for their final master's presentation.

Advising:

Graduate Advising

Western Illinois University, Graduate Reading Specialist Program

Fall 2020-Spring 2021; Fall 2018-Spring 2020 & Fall 2010-Spring 2015

Faculty advisor to over 50 graduate students, I guided graduate students as they scheduled their literacy program coursework and facilitate the necessary paperwork for program entry

and exit. Individual planning and communication were involved to keep students up-to-date with their course enrollment.

Undergraduate Advising

University of Wisconsin Oshkosh

Fall 2005-Spring 2007

Faculty advisor for 150 undergraduate students, I held 2-3 seminars each semester and met with students individually.

University Student Teaching Supervisor

Curriculum and Instruction

University of Illinois, Urbana-Champaign

Fall 2000-Spring 2002

Supervised assistant teachers and student teachers in K-6 classrooms, conferred and instructed for effective teaching practices; planned and conducted weekly seminars on lesson planning, classroom management, and instructional methods.

Early Field Experience Supervisor

Curriculum and Instruction

University of Illinois, Urbana-Champaign

Fall 1990-Spring 1991

Supervised early field experience students in K-6 classrooms, planned and conducted weekly seminars on lesson planning, classroom management, and instructional methods.

Undergraduate Courses Taught:

Literacy Instruction in the Early Grades

(RDG 383), K-3

Western Illinois University, Department of C & I

Fall 2019; Fall 2017, Fall 2016, Fall 2013, Fall 2012, Fall 2011, Spring, 2011, Fall 2010, Spring 2010, Spring 2009 (2 sections) Fall 2007; Spring 2008; Fall 2008.

This course is one of three required literacy method courses for undergraduate students who are accepted into the education program. Students learn about developmentally appropriate methods for teaching and assessing reading, writing, speaking and listening in early elementary classrooms. Concepts include: phonemic awareness and phonics, promoting developmental kindergarten and first grade literacy, basal curriculum, and the integration of content including literacy and social studies.

Field Work in Early Childhood Education II

(ECH 381)

Western Illinois University, Department of C & I

Spring, 2017

ECH university students observed in K-3 classrooms and conducted focused reflections. Students explored and applied learning theories and practices as they observe and participate in daily classroom activities and instruction. I supervised their work in the field and graded their Developmentally Appropriate Practice reflections and assignments.

Early Childhood: The Learning Environment, Kindergarten and the Primary Grades
(ECH 356)

Western Illinois University, Department of C & I

Spring, 2017

This course examined the classroom environment of the pre-school, kindergarten or grade one and two classroom. Principles and practices of classroom design, scheduling, curricular integration, and material selection in kindergarten and primary grades were studied.

Senior Seminar in Early Childhood Education

(ECH 410),

Western Illinois University, Department of C & I

Fall, 2016

Provides students with an opportunity for reflection, discussion, and professional reading related to their student teaching experience. I also work with students as they prepare their edTPA assignment.

Field Work in Early Childhood Education

(ECH 480),

Western Illinois University, Department of C & I

Fall, 2017, Fall, 2016

Clinical experience in pre-primary and primary grade early childhood classrooms. Students explore and apply learning theories and practices as they observe, participate, and teach daily in the classroom and conducted the ECH edTPA.

Literacy Development Birth through Preschool

(RDG 382), B-preschool

Western Illinois University, Department of C & I

Fall, 2016

Introduction to developmentally appropriate methods for fostering and assessing literacy development in children from birth through preschool years, adopting these methods to meet the individual needs of diverse groups of children, and applying these methods in child care and preschool settings.

Senior Fieldwork/Supervised Practicum

(ELED 470), K-6

Western Illinois University, Department of C & I

Spring, 2015, Fall 2014, Spring 2012, Fall 2007; Spring 2008, Fall 2008, Spring 2009, Fall, 2009; Spring 2010; Fall 2010; Fall 2011.

Students engage in their initial field experience at local schools during this 4-credit course. For the first part of the semester, students are in schools during an eight-week period of time during the mornings, and for the last four weeks of the semester, they are in schools during the afternoons. Seminar sessions are conducted on relevant topics; such as: classroom management, curriculum, lesson planning, assessments, and Response to Intervention (RTI). Students are introduced to the Teacher Performance Assessment (edTPA), a state requirement for teacher education students.

Senior Seminar in Elementary Education

(ELED 410)

Western Illinois University, Department of C & I

Spring 2015, Spring, 2013, Spring, 2012, Spring 2008; Spring 2010; Fall 2009, Fall 2008, Fall 2009; Fall 2010; Spring 2011; Fall 2011;

This course is for student teachers who teach in various school districts within the state of Illinois. The communication in this course is predominantly conducted on western on-line and e-mail with a few face-to-face meetings on campus. There are several reflection-type assignments in which students create goals, teach, and then reflect on the achievement of their goals. I also work with the pre-service teachers as they prepare their edTPA assignments.

Reading Methods and Strategies

(RDG 305-3 credit)

University of Wisconsin Oshkosh, Literacy Education Department

Fall 2006, Fall 2005, Fall 2004, Spring 2004, Fall 2002; Spring 2003; Fall 2003

This literacy methods course is within the larger Learning Community Block B which also includes methods courses for teaching Science and Social Studies. In conjunction with Learning Community Block B, students spent time in the field, utilizing the pedagogical strategies learned. Literacy course topics included literacy theory, strategies, phonics, and assessment while seminar topics included classroom management, assertive discipline, conscious discipline, and classroom set-up.

Foundations of Reading Methods and Strategies

(RDG 305-2 credit)

University of Wisconsin Oshkosh, Literacy Education Department

Fall 2006

This literacy method course was revised from three-credits for the purpose of reducing credit requirements. This two-credit course included theories of reading, assessments, reading strategies, phonics, program components, and balanced literacy. This course differed from the three credit course in that students did not take this course within the structure of Block B so they did not have the opportunity to teach the reading lessons in the field.

Clinical Experience in Teaching

(C & I 360)

University of Wisconsin Oshkosh, Literacy Education Department

Spring, 2006, Spring 2005; Fall 2005

This course was the field component for the Community Block B Methods courses. The expectation for clinical students was to design and teach three instructional units, reading, science, and social studies. I conducted 3 lesson observations per student per semester. I also met individually with students each week and conducted final conferences.

Literacy and Language Development in Young Children

(RDG 420/620)

University of Wisconsin Oshkosh, Literacy Education Department

Fall 2006, Spring 2006, Fall 2005

This course focuses on the theories and developmental stages of the young child as well as pedagogy and assessment. The organization of this course includes a balance of lecture, practice with the assessment materials, and literacy routines for students. Assignments include

students visiting local daycares, preschools, or early grade classrooms to observe behaviors of the young child in a classroom setting. Students may take this course either for undergraduate or graduate credit.

Assessing and Planning for Literacy Instruction

(RDG 410/610)

University of Wisconsin Oshkosh, Literacy Education Department

Fall 2004; Spring 2003

This course provides students the opportunity to utilize literacy assessment and work with children within a school setting. The first part of the day is held at a local elementary school where university students tutor children in the areas of reading and writing. The second part of the day is held at the university where we discussed various techniques that the students used when teaching their lessons

Reading and Language Arts in the Content Areas

(RDG 440/640)

University of Wisconsin Oshkosh, Literacy Education Department

Spring 2006

This content area course, focusing on the adolescent student, addresses the elements of vocabulary, assessment, comprehension, teaching strategies, study skills, and state standards. I worked with secondary education students who had expertise with their chosen subject areas, including English, social studies, science, mathematics, music, and art. Assignments included a large theme study and several reflection papers

Comparative Education in New Zealand

(RDG 470/764)

University of Wisconsin Oshkosh, Literacy Education Department

Spring 2007; Spring 2005

I designed this international course so that students could travel to New Zealand and spend time in Auckland classrooms, observing the renowned literacy pedagogy of this country. The work required to create this course included corresponding with Auckland contacts, coordinating with the Office of International Education, developing an itinerary, and writing the curriculum. I worked with each student so that the course credits earned would meet their individual needs. The concept for the course was a comparison in education between New Zealand and the United States. The course objectives included learning about educational history and politics, pedagogy of reading and writing, general knowledge of public schools, and an awareness of appropriate instruction. The major assignment of this course was a comparison paper where students used reflections from their daily journals along with research to discuss what they observed in New Zealand classrooms.

K-12 Teaching:

Reading Specialist and Classroom Teacher

1999-2000

Champaign School District; Champaign, Illinois

Dr. Howard Elementary School

Columbia Elementary School

Traveled between two schools teaching Reading Recovery to at-risk first grade students; taught a second-grade classroom, implementing the Balanced Literacy Program for literacy

instruction as well as teaching other classroom subjects, facilitated international communication as students wrote to pen pals abroad.

Combination First and Second Grade Teacher 1992-1993; 1998-1999
Developed and implemented whole language program for reading and writing instruction; created instructional program to meet developmental level of students.

Reading Recovery Teacher 1991-1996
Instructed for accelerated progress within an intense, one student to teacher ratio; worked with academically low first grade students to develop skills in reading, writing, and a self-improving system.

Title 1 Teacher 1991-1992; 1993-1994
Diagnosed and taught reading and writing skills to small groups of “at risk” second grade students; collaborated with first and second grade teachers.

Language Arts Teacher 1994-1995
Diagnosed and taught literacy skills to first grade groups of students as both an enrichment program and a remedial reading program; collaborated with first grade teachers.

Kindergarten Teacher 1995-1996
Assessed emergent readers and taught all subjects with an emphasis on literacy.

First Grade Teacher 1987-1989
Taught the first grade curriculum in a private school; taught students how to read; coordinated responsibilities for teacher aid, St. Edwards School, Chillicothe, IL.

RESEARCH AND SCHOLARLY CONTRIBUTIONS:

Peer-Reviewed Publications Under Review

Stinnett, M. & Freking, T. (2020). Standardized test as gatekeeper for teacher education candidates: Initial results of an online test support program with coaching. *Curriculum and Teaching Dialogue*.

Peer-Reviewed Publications

Lyons, M., **Stinnett, M.**, Jiles, T., Ortlieb, E., Truby, W., Green, R., & Tsemunhu, R. (Fall, 2019). Teach and transfer: Evaluating teacher candidates’ literacy lessons for strategic instruction. *Journal for the Advancement of Educational Research International*, 13(1), ISSN (Print), pages 114-129; 2638-5015; ISSN (Online) 2638-5023.

Szyjka, S., Singh, A., & **Stinnett, M.** (2018). Perspective into how an integrated science and literacy program can influence teacher and student outcomes. *Journal of European Education*, 8(2), pgs. 14-36.

Stinnett, M. (2018). One School’s Response to Disadvantaged, ELL Students: Inquiry Curriculum, New Literacies, and a Positive Culture. *Journal of the Louisiana Reading Association*, 35(1), 2018.

Laster, B., Tysseling, L., **Stinnett, M.**, Wilson, J., Cherner, T., Curwen, M., Ryan, T., & Huggins, S. (2016). Effective use of tablets (iPads) for multimodal literacy learning: What we learn from reading clinics/literacy labs. *The App Teacher*.
<http://appedreview.com/blog/effective-use-tablets-ipads-multimodal-literacy-learning-learn-reading-clinicliteracy-labs/>

Stinnett, M., & Singh, A., (Fall, 2014). "Literacy Methods for Teaching ELs through children's literature and ways to provide culturally relevant instruction." *WSRA Journal*, 52 (1), pgs 13-20.

Stinnett, M. L. (2013). Affecting Voluntary Reading in Rural Communities: READY Bus Outreach Program. *The Dragon Lode*, 31(1), pp. 29-37.

Stinnett, M., & Keenan, M. (2012). Literacy coaches in the Middle School: Using the Literacy Coach Cycle for Success, *NewFoundations.com/reading.pdf*, pgs. 76-85.

Stinnett, M. (2009). A Teaching Travelogue: Wisconsin Students Travel to New Zealand and Take Teaching Ideas Home!, *WSRA Journal*, vol. 48 (3), 2009.

Stinnett, M. (Spring 2008). Poetry All Around. *Children and Families: The Magazine of the National Head Start Association*.

Steiner, J. N., & **Stinnett, M.** (2006). Democratic Literacy Practices: Learning from New Zealand. *The WSRA Journal*, (46) 2, 31-35.

Stinnett, M. (2006, June). Literacy coach: What are the implications for future licensure? *WSRA Update*, 18 (5), 1, 4.

Stinnett, M. (2003). Teachers Moving Toward a Balanced Literacy Program: One School's story. *The WSRA Journal*, (44) 3.

Non Peer-reviewed Publications

Stinnett, M. (December, 2017). Publication of an online journal review of children's books. Second Reaction: The Land of Living Things. *First Opinions-Second Reaction*: docs.lib.purdue.edu/fosr Vol. 10, No. 3, pgs. 27-28.

Column Articles for Illinois Reading Council Journal

Stinnett, M. (Fall, 2014). "What Reports Tell Us: Being Informed on Educational Issues," *Illinois Reading Council Journal*, Vol. 42(4), pp. 77-82.

Stinnett, M. (Summer, 2014). "The Influence of Poverty on Literacy Achievement," *Illinois Reading Council Journal*, Vol. 42(3).

Stinnett, M. (Spring, 2013). "Scripted Curriculum and Teacher Learning" *Illinois Reading Council Journal*, Vol. 41(2), pp. 72-76, 1 pt.

- Stinnett, M.** (Winter 2013-2014). “Should We Warm Up Cold Close Reading?” *Illinois Reading Council Journal*, Vol. 42(1).
- Stinnett, M.** (Fall, 2013). “Reading Today Online: A Plethora of Resources for K-12 and Higher Education” *Illinois Reading Council Journal*, Vol. 41(4).
- Stinnett, M.** (Summer, 2013). “When Story Structure Is Part of Kindergarten Writing Instruction, What Are the Changes in Writing Complexity?,” *Illinois Reading Council Journal*, Vol. 41(3).
- Stinnett, M.** (Summer, 2012). “Adolescent reading within online games” *Illinois Reading Council Journal*, Vol. 40(4).
- Stinnett, M.** (Fall 2011). “African-American English: The Relationship Between Dialect Shifting and Reading Outcomes” *Illinois Reading Council Journal*, Vol. 39(4).
- Stinnett, M.** (Winter, 2011-2012). “Value-Added Study on Coaching for a Literacy Collaborative Program,” *Illinois Reading Council Journal*, Vol. 40(1).
- Stinnett, M.** (Summer, 2012). “Content Area Reading Pedagogy and Domain Knowledge,” *Illinois Reading Council Journal*, Vol. 40(3).
- Stinnett, M.** (Summer, 2011). “Gender Differences in Early Literacy: Using DIBELS Data K-5?” *Illinois Reading Council Journal*, Vol 39(3).
- Stinnett, M.** (Spring 2011). “Older Volunteer Tutors for Young Readers: An Evaluation of A Tutoring Program” *Illinois Reading Council Journal*, Vol. 39(2).
- Stinnett, M.** (Winter, 2010-2011). “Kindergarten as Nexus of Practice: The Importance of Play” *Illinois Reading Council Journal*, Vol. 39(1).
- Stinnett, M.** (Fall 2010). “Scaffolded Reading Experience with Folktales: A 3rd Grade Study” *Illinois Reading Council Journal*, Vol. 38(4).
- Stinnett, M.** (Summer, 2010). “RtI-A Longitudinal Study: When is the Best Time to Remediate?” *Illinois Reading Council Journal*, Vol. 38(3).
- Stinnett, M.** (Spring, 2010). “Word Choice: The How in What We Say May Affect Literacy Learning” *Illinois Reading Council Journal*, Vol. 38(2).
- Stinnett, M.** (Winter, 2009-2010). “Functions of the Brain, Modeling, and Literacy Instruction: Who Knew that Shared Reading Would Lead the Way?” *Illinois Reading Council Journal*, Vol. 38(1).
- Stinnett, M.** (Fall, 2009). “The Difference a Teacher’s Approach Can Make to ELL Instruction and Modified Guided Reading,” *Illinois Reading Council Journal*, Vol. 37(4).

- Stinnett, M.** (Summer, 2009). "Recreational Readings: We Know It's Good for Us, But How Can It Increase Reading Ability?," *Illinois Reading Council Journal*, Vol. 37(3).
- Stinnett, M.** (Spring, 2009). "Comparing Open Court Reading and Houghton Mifflin Readings: Which Comprehension Component Wins?," *Illinois Reading Council Journal*, Vol. 37(3).
- Stinnett, M.** (Winter, 2008-2009). "The Relevance of No Quick Fix: The RTI Edition and the Studies that Made It So", *Illinois Reading Council Journal*, Vol. 37(1)
- Stinnett, M.** (Fall, 2008). "Literacy Coaches: Definitions, Models, and Pitfalls", *Illinois Reading Council Journal*, Vol. 36(4).
- Stinnett, M.** (Winter 2008/2009). "The Relevance of No Quick Fix: The RTI Edition and the Studies that Made It So". *Illinois Reading Council Journal*. 37 (1).
- Stinnett, M.** (2008). "Literacy Coaches: Definitions, Models, and Pitfalls". *Illinois Reading Council Journal*. 36 (4).
- Stinnett, M.** (2008). Research in Readings: Reporting on "Miseducating Teachers About the Poor: A Critical Analysis of Ruby Payne's Claims About Poverty". *Illinois Reading Council Journal*. 36 (3).

CONFERENCE PRESENTATIONS, SYMPOSIA, & WORKSHOPS:

International

The ACT Test as Gatekeeper for Teacher Education Candidates: How Does a Structured Six-Week Hybrid/Blended Program Allow for Educating a Just Society? Presentation at Association of Literacy Educators and Researchers, November 9, 2018, Louisville, Ky.

Professional Development for Inquiry Curriculum: How On-Site, Consistent PD Affects Implementation. Presentation at *Hawaii International Conference On Education*, January, 2017, Honolulu, Hawaii.

Crossing the Second Digital Divide: Teachers use the Power of Apps, Presentation at *Literacy Research Association*, December 2016, Nashville, TN.,

EdTPA Highs and Lows: Comparing Criteria and Evidence, Presentation at Kappa Delta Pi Convo 2015: 50th Biennial Convocation. October 22-24, 2015. Orlando, Florida.

Student Engagement in Science and Literacy, Co-presenter with Dr. Abha Singh. Presentation at Kappa Delta Pi Convo 2015: 50th Biennial Convocation. October 22-24, 2015. Orlando, Florida.

Logical Thinking as a Cognitive Flexibility Predictor on Reading Comprehension of Elementary

- Pre-Service Teachers*, Presentation at Literacy Research Association: The Dialogic Construction of Literacies. December 3-6, 2014. Marco Island, Florida.
- Curriculum Reconfiguration: Integrating Science and Literacy Throughout St. Paul School (K-6)*, Presentation at Literacy Research Association: The Dialogic Construction of Literacies. December 3-6, 2014. Marco Island, Florida.
- IPAD Instruction to Increase Teachers' Technology Integration Skills*, Kappa Delta Pi CONVO 2013: 49th Biennial Convocation. October 24-26, 2013. Dallas, Texas.
- Teaching Reading Comprehension Strategies for Pre-Service Teachers with the use of Vodcasting*, PRTE Annual Session: Making a Difference in Reading and Literacy Education. Presentation at IRA 58th Annual Convention. April 19-22, 2013. San Antonio, Texas.
- Expertise in the Teaching Profession: Mentoring, Coaching, and Becoming Change Agents*, Presentation at Hawaii International Conference on Education: 10th Annual Conference. January 5-8, 2012. Honolulu, Hawaii.
- Literacy Coaching in the Middle School: Using the Literacy Coach Cycle for Success*, Presentation at 3rd International Literacy Coaching Summit and Weidener University Reading Conference. April 2011. Philadelphia, PA.
- Promises to Keep: The Dual Supports of Mentoring and Literacy Coaching*, Co-presenter with Dr. Angela Ferree. Presentation at Association of Literacy Educators and Researchers 54th Annual Meeting. November, 2010. Omaha, NE.
- Vodcasts in Pre-Service Education: Is it just technology or does it help to teach reading?;* Presentation at 2nd International Conference on Education, Economics, & Society. July, 2010. Paris, France.
- Meeting Teachers' Challenges in the 21st Century: What Works and What Doesn't*, Co-presenter with Dr. Sara Simonson, and Dr. Angela Ferree. Presentation at 2nd International Conference on Education, Economics, & Society. July, 2010. Paris, France.
- Educational Ideas from New Zealand: Literacy Hour, Task Board, News Board, and Six Thinking Hats*, Presentation at Association of Literacy Educators and Researchers 53rd Annual Meeting. November, 2009.
- Podcasting for Reading Comprehension Strategies*, Presentation at College Reading Association. November, 2008.
- Student-involved classroom assessment, PK-12 to the University Classroom*, Co-presenter with Dr. Judy Lambert, Dr. Joan Steiner, and Dr. Joan Simmons. Presentation at International Reading Association. May 2007. Toronto, Canada.

The Vision of Professional Development for a Balanced Literacy Program, Presentation at The College Reading Association. November, 2003. Corpus Christi, Texas.

National

Critical Literacy: Using the News to Excite your Students, Teach Text Features and Decipher Different Viewpoints! Presentation, Illinois Reading Council 2019 Conference, October 4, 2019, Peoria, Il.

Strategies for Critical Literacy you Can Try in Your Classroom, Love of Literacy Conference, Western Illinois Reading Council, Western Illinois University, February 15, 2020, Macomb, Il.

Critical Literacy: Using the News to Excite your Students, Teach Text Features and Decipher Different Viewpoints! Illinois Reading Council, October, 4, 2019. Peoria, Il.

Pointers to Effective Writing, Kappa Delta Pi, Presentation at Educational Essential Conference, September 21, 2018, Western Illinois University, Macomb, Il.

Critical Literacy: How to Excite your Students about the News! Love of Literacy Conference, Western Illinois Reading Council, Western Illinois University, February 9, 2019, Macomb, Il.

Incorporating Culturally Relevant Text Into Your Classroom. Presentation with Ty Jiles at Illinois Reading Council Conference. October, 2018. Peoria, Il.

The ACT Test as Gatekeeper for Teacher Education Candidates: What are the Key Aspects and Initial Results of a Structured Six-week Hybrid/Blended Program to Improve ACT Scores? Co-Presenter with Dr. Teresa Frecking, Presentation at 32nd Annual Midwest Association of Teacher Educators Spring Conference at Wyndham Garden Inn Urbana Champaign, Il. April 13, 2018.

ACT Program for Admission to Teacher Education: How Does a Structured Six-Week Hybrid/Blended Course Affect the Testing Abilities of Diverse Students? Co-Presenter with Dr. Teresa Frecking, Presentation at Illinois Association for Teacher Educators at Bradley University, Peoria. Il. November 10, 2017.

Features of Text, Note-taking, & Key Words: Critical Literacy Ideas from New Zealand. Kappa Delta Pi: Educational Essential Conference, Western Illinois University, Macomb, Il. September, 2017

Reading Ideas from New Zealand: Note-taking, and Strategies that will Unlock Opportunities for your Elementary Students. Presentation at Illinois Reading Council Conference. October, 2016. Peoria, Il.

Literacy Best Practices that Promote Collaboration, Empowerment, and Engagement, Co-

presenter with Dr. Megan Lyons. Presentation at Illinois Reading Council Conference, 2015. October 1-3, 2015. Peoria, IL.

De-Stressing to Promote Learning, Presentation for Educational Essentials Conference, Kappa Delta Pi. September 27, 2014.

Using Informational Children's Literature to Develop Process Skills in Literacy and Science, Co-presenter with Dr. Sebastian Szyjka and Dr. Abha Singh. Presentation at Illinois Reading Council Conference, 2014. October 2-4, 2014. Springfield, IL.

Storytelling to Differentiate RTI Instruction, Co-presenter with Dr. Pamela Godt and Dr. Abha Singh at Kappa Delta Pi Convo 2011. November 3-5, 2011. Indianapolis, Indiana, 2 pts.

Stress Relief for Teachers: How to Cope with High Stress Levels at the Start of the School Year for both Teachers and Pupils, Co-presenter with Dr. Pamela Godt at Kappa Delta Pi 47th Biennial Convocation. October, 2009. Orlando, FL.

Imagine All of Those "Ribbits": Fascinating Frogs and Engaged Learners, Presentation at National Conference on Science Education. March 2009. New Orleans, LA.

Tech and Teach-ABLE Faculty, Can We Build Them? Yes We Can! Presentation at Midwest Educause regional conference. March, 2009. Chicago, IL.

The Voices of Literacy Coaches in Wisconsin and Future Licensure Implications, Presentation at the National Reading Council. December 2005. Miami, FL.

No Child Left Behind and the Role of Literacy Coach, Presentation at National Reading Council. December 2005. Miami, FL.

Instructional change: The dimensions of professional development, Presentation at National Reading Council. December 2003. Scottsdale, Arizona.

Secondary Literacy Coaching: What, Why, and How-A Picture of Literacy Coaching in one state Panel presentation with Cathy Toll and Randall Rober at National Council of Teachers of English. November, 2004. Indianapolis, Indiana.

Introduction for speaker Dr. Marybeth Schmitt, Full Professor at Purdue University, National Reading Recovery Conference. January, 1994. Columbus, Ohio.

Professional Development & Guest Lectures/Talks:

2019, April Professional Development Session, Western Illinois University, Myanmar Leadership Institute titled, "Shared Writing: Grades K-5"

2016, April Professional Development Session, Western Illinois University,

- Myanmar Leadership Institute* Session titled, “News-Board, Notetaking, and Learning Styles”
- 2015, April Professional Development Session, Western Illinois University, *Myanmar Leadership Institute* Session titled, “Oral Language, Language Development, and Vocabulary”
- 2015, April Professional Development Session, Western Illinois University, *Myanmar Leadership Institute* Session titled, “Brain-based Learning”
- 2014, October Invited speaker and Panelist for *Coalition for Teacher Quality*, “Transforming the Teaching and Principal Professions: A Pathway for Policy Makers,” briefings with the Senate and House and discussion at the Department of Education, AFT, Washington, D.C.
- 2013, Summer Professional Development Science-Literacy Session, St. Paul School, *Seeds of Science/Roots of Reading*, Macomb, Il. Session titled, “Text complexity, Close reading and Informative/explanatory writing”
- 2012, January, February, & April Invited Task Member & Speaker for the American Federation of Teachers, “Raising the Bar: Aligning and Elevating Teacher Preparation and The Teaching Profession,” AFT, Washington, D.C.
- 2012, February Invited Speaker, *Prairie Hills Resource Conservation and Development Council*, Session titled, “READY Bus”
- 2012, November Invited speaker for *Youth and Leisure Services Course (RPTA, 428)*, by Michele J. Aurand, Interdisciplinary Studies Advisor and Program Coordinator, Session titled, “Summer Counselor at YMCA of the Rockies in Estes Park, CO”
- 2008, February Invited speaker for docents at *Field Museum*, “Journey of Discoveries: Maori, Inquiry Instruction, and Auckland Schools”, February 2008. Chicago, Il.

GRANTS AND INTERNATIONAL EXPERIENCE

URC Grant Recipient 2015-2016
 “Inquiry-Based Instruction, New Literacies, and Common Core State Standards: Lessons for Implementation from One Exemplary New Zealand School”
 Traveled to Auckland, New Zealand, gathering data at one Inquiry school for the purpose of conducting research for a study on Inquiry-based instruction.

Fellowship Recipient 2013
 Faculty Study Abroad Fellowship in New Zealand, “Pedagogy in New Zealand”,
 Office of International Education, WIU, Awarded May 9, 2013

Traveled to Auckland to conduct research on the topic of inquiry at a local school. Continued travels to Rotorua, Wellington, and Christchurch, New Zealand for the purpose of creating an international course for education students.

Faculty Leader & Curriculum Coordinator 2005; 2007
Comparative Education in New Zealand
New Zealand: Auckland and Christ Church
Designed and recruited an international course, focusing on comparing the differences in literacy education as well as systems of economics and politics; arranged field placements for undergraduate students in New Zealand classrooms encouraging cultural exchange.

Literacy in New Zealand, Award Recipient
2004
Vander Putten Grant Award Winner
Auckland, New Zealand
Traveled to Auckland, visited New Zealand schools, formed contacts with principals, teachers, and University of Auckland professors with the goal of creating an international exchange program between New Zealand schools and the University of Wisconsin-Oshkosh.

Fulbright Exchange Teacher 1998-1999
Red Hall Primary School
Dudley, England
Taught all subject areas to fourth grade students within British educational system, collaborated with a team of teachers for the purpose of a cultural exchange, planned and directed students for all school assembly on American culture.

Student of British Theatre, Literature and Culture since 1940
University of London Summer School 1994
London, England
Studied for a six-week period the developments in literature and theatre since 1940.

Chorale Tour 1990
England, Wales
Eureka College, Eureka, Illinois.
Participated as an alum of the college, singing in concerts in England and Wales.

Chorale Tour 1985
Italy, Austria, Yugoslavia
Eureka College, Eureka, Illinois.
Participated in chorale concerts touring various countries.

LEADERSHIP AND SERVICE:

Service to the Department
Chair, Search Committee, Literacy Faculty Search, spring, 2020.
Member, Personnel Committee, Department of Curriculum and Instruction, Fall 2018-Spring, 2022.

Member, Graduate Committee, department of Curriculum and Instruction, Fall 2018-Spring, 2021.

Graduate Assessment Committee, department of Curriculum and Instruction, Fall 2018-Spring 2019

Member, Search Committee for ECH faculty, spring 2017.

Member, Personnel Committee, Department of Curriculum and Instruction, Fall 2013-Fall 2015.

Member, Search Committee, Department of Curriculum and Instruction, Literacy Faculty, spring 2015.

Member, Undergraduate Committee, Department of Curriculum and Instruction, 2011-2017.

Member, Search Committee for Department Chair, spring 2012.

Member, Selection and Retention, Department of Curriculum and Instruction, 2011-2012.

Member, Undergraduate Committee, Department of Curriculum and Instruction, 2011-2012.

Member, Scholarship Committee, Department of Curriculum and Instruction, Western Illinois University, 2010-2011.

Member, Selection and Retention Committee, Department of Curriculum and Instruction, Western Illinois University, 2010-2011.

Chair, Committee on Committees, Department of Curriculum and Instruction, Western Illinois University, Spring, 2009.

Chair, COEHS, Scholarship Committee, Western Illinois University, 2009-2010.

Member, COEHS Scholarship Committee, Western Illinois University, 2008-2009.

Member, Social Studies Search Committee, Department of Curriculum and Instruction, Western Illinois University 2009.

Member, Department Committee on Committees (3 year term), Fall 07, Spring 08.

Conference Chair, University of Wisconsin Oshkosh Reading & Writing Conference, October, 2006

Attended seminars on undergraduate advising, fall 2006

Attended workshops for Scholarship of Teaching and Learning, 2005-2006

Attended Reading Research Symposium, Milwaukee, WI, 2006

Conference Co-Chair, University of Wisconsin Oshkosh Reading & Writing Conference, October, 2005

Presenter, Summer Orientation for Reflective Journey, University of Wisconsin Oshkosh, August, 2005; August, 2003

Organizer, Reading Education Department faculty photographs, 2005

Chair, Research & Evaluation, 2002-2003

Compiled Reading Education Department minutes, November 2002

Member, Appeals Committee, Reading Department, University of Wisconsin Oshkosh.

Attended workshops for scholarship of teaching and learning, 2005

Committee Member, Reflective Journey Final Presentations for Graduate Program, fall, spring, and summers 2002-2006.

Service to the College of Education and Human Services (COEHS)

Member, Graduate Council, COEHS, Western Illinois University, 2013-2016.

Member, Graduate Council, 2013-2016.

Participate in Video Project, Office of the Dean, COEHS, Western Illinois University, 2008-2009.

Admission 1 Interviews, COEHS, University of Wisconsin Oshkosh 2002-2006

Technology Committee, 2006-2007; 2005-2006

Library & Resource, 2003-2004

COEHS Library Committee Member, 2003-2005
COEHS Appeals Committee Member, 2002-2004
Guest lecturer, Special Education, 471/671, 2003
Guest lecturer, Reading 612, 2005
Second Reader for Master Thesis, *What factors influence second graders' attitude towards reading?* Spring 2006
Community B Methods Block Member, 2002-2006
Guest lecturer, Education Leadership 719, 2006
Social Committee Member, 2006

Service to University

Moderator for the Graduate Research Conference, *Communicating and Engaging in the World: Behaviors, Barriers, and Responses*, WIU, Friday, March 22, 2019.
External Reviewer of Scholarly Work: Dr. Dopker, University of Texas at Tyler, August, 13, 2018.
External Reviewer, promotion to Full Professor for Dr. Maureen Kelly, Bradley University, fall, 2017.
UPI, Executive Committee, Fall 2016-Spring, 2020.
Mentor to new faculty, CITR, WIU, 2017-2018.
Judge, Western Illinois University, 2nd Annual Graduate Research Conference, March 6, 2015.
UPI Departmental Representative, University Committee, WIU, fall 2012-spring 2015.
Member of Graduate Council, University Committee, WIU, fall 2013-spring, 2015.
COEHS Honors Council Committee, WIU, Fall 2013.
Faculty Representative at Large, Bureau of Cultural Affairs, Fall 2009-Spring 2012.
Faculty team member, Freshman Orientation, Western Illinois University, 2008, 2009.
Member of senate Council for Instructional Technology as representative of COEHS, 2008-2009.
Faculty team member for Freshman Orientation, Western Illinois University, July, 2011, 2010 & 2008.
Faculty Development Board, Two year term, Research Proposal Committee, 2005-2007
Faculty Senator, Three year term, 2003-2006.
Faculty Senate Libraries and Information Services Committee, 3 year appointment beginning, 2004-2005.
Intercollegiate Athletic Committee Member, 2003-2006.

Service to State

External Reviewer, Promotion to Full Professor for Dr. Maureen Kelly, Bradley University, Peoria, Il. , fall 2017.
P-20 Implementation Review Committee, Illinois Federation of Teachers (IFT), fall 2013-spring 2020.
President, Western Illinois Reading Council (WIRC), 2009-2010.
Professional Development Plan (PDP) team member in Wisconsin, 2006, serve for PDP goal approval and verification for initial and professional educators.
Participant, *AFT Teacher Preparation Task Force*, spring, 2012, Washington, D.C.: January 25-27, February 27-29, & April 18-20.

Service to Professional Organizations

Member of Implementation Review Committee of the P-20 Council, subcommittee of IRC

(Illinois Reading Council), fall 2019-spring 2021.
 Reviewer, *Critical Questions in Education Online Journal*, Teacher Residency/Literacy, December, fall 2019.
 Organizer, Developing a Love of Literacy Conference, Western Illinois Reading Council, Horrabin Hall, Saturday, February 2, 2019; February 15, 2020.
 Session Chair, Elementary Education at Hawaii International Conference on Education, Honolulu, Hawaii, January 2017.
 Research Committee, Wisconsin State Reading Association, 2003-2007.
 CITE-ITEL Editorial Review Board for Literacy Research Association, created literature review that is critical, interactive, transparent, and evolving, 2017.
 Chair, paper session, *Considering Individual Experiences: Teachers' participation in Authentic Professional Development*, 2016, Literacy Research Association, Nashville, TN, December 2016.
 Kappa Delta Pi Officer, President, Western Illinois University, Fall 2013-Spring, 2014; Fall 2014-Spring, 2015; Fall 2015-Spring 2016.
 Kappa Delta Pi Officer, Vice President, Western Illinois University, Fall 2010-Spring 2013.
 Invited Participant, AFT National Teacher Preparation Task Force, Washington D.C. , spring, 2012.
 Vice President, Kappa Delta Pi (KDP), 2011-2012, 2010-2011.
 Membership Chair, Western Illinois Reading Council, 2011-2012, 2010-2011.
 Vice President, Kappa Delta Pi (KDP), 2007-2010.
 Chair, Research Committee, Wisconsin State Reading Association, 2003-2007.
 Peer Reviewer of Manuscripts for LRA Conference, April 2012.
 Peer Reviewer of Manuscripts for CRA Yearbook, March, 2009, March 2008, May 2004.
 Peer Reviewer of Manuscripts for NRC Yearbook, March 2009, March 2008.

Service to the Community

Volunteer at *Camp Summit Youth Camp*, New Windsor, June 4, 2018.
 Volunteer for *Read 100! Summer Reading Program*, Lincoln School, Macomb, Il. June, 2018.
 Participant, *Relay for Life*, American Cancer Society, Macomb, Il. April 16, 2014
 Participant, Moon Over Macomb, a community sponsored event to engage college students with local children in reading and storytelling, 2015.
 Professional Development, Integrating Science and Literacy throughout St. Paul School (K-6); *Seeds of Science Roots of Reading* Curriculum, June, 2013.
 Member of the President's Commission on Excellence in Learning, Service, and Leadership for Eureka College. Read and responded to three sets of white papers, meetings held on October 11, 2012, February 7, 2013, and May 9, 2013.
Common Core-Literacy and Science, Educational Essentials Conference, Co-sponsored by Kappa Delta Pi and Western Illinois Reading Council, September, 2013.
YMCA Youth Camp Counselor to Middle School Students, YMCA of the Rockies, Estes Park, CO, summer 2013.
 "Stress Relief for Teachers: How to Cope with High Stress Levels at the Start of the School Year for Both Teachers and Pupils" Co-presentation with Dr. Pamela Godt, Carousel of Educational Essentials Conference at Western Illinois University, Co-Sponsored by Kappa Delta Pi and Western Illinois Reading Council, October, 2010.
 Board Member, Prairie Hills Resource Conservation and Development, READY bus project, spring 2009-spring 2011.

Volunteer, Second Grade Classroom conducting synthesizing strategy lesson, VIT Elementary School, Table Grove, Illinois, May 13, 2008.

Volunteer, Second Grade Classroom conducting creating mental images strategy lesson, VIT Elementary School, Table Grove, Illinois, May 7, 2008.

Volunteer, Second Grade Classroom conducting inferring strategy lesson, VIT Elementary School, Table Grove, Illinois, April 30, 2008.

Volunteer, Second Grade Classroom conducting questioning strategy lessons, VIT Elementary School, Table Grove, Illinois, April 21, 2008.

Volunteer for Family Night, VIT Elementary School, Table Grove, Illinois, October 16, 2007.

Race for the Cure, Susan G. Komen Breast Cancer Foundation, May, 2006, Peoria, IL.

Bowl for Big Brothers Big Sisters, February 2006, Oshkosh, Wisconsin.

Valley Area Reading Recovery Consortium member, Menasha, Wisconsin; fall 2006.

Volunteer weekly at Franklin Grade School in first and third grade classrooms, 2002-2006, Oshkosh, Wisconsin.

Salvation Army, fall 2006, Oshkosh, WI.

Delegation Leader, People to People Student Ambassador Programs, summer 2004, England, Italy, France, & Greece;

Presentation to faculty at Butte des Morts Elementary School, *"Best practices in literacy in New Zealand,"* February, 2005, Menasha, WI.

Fulbright Association, Interviewing Committee. December, 2000, Chicago, Illinois.

Presenter for Balanced Literacy 1 Course, Champaign School District, November 1999, Champaign, Illinois.

Year Long Student Teaching Program, Guest Speaker, University of Illinois. September, 1994; September, 1995. Urbana-Champaign, IL.

Text book reviewer, Pearson: Boston, MA, June, 2006

Evaluator for West Bend School District, 2003

PROFESSIONAL AFFILIATIONS

Literacy Research Association (LRA). Member from 2002-present.

International Reading Association. Member from 2001-present.

Kappa Delta Pi, Alpha Chapter-International Honor Society in Education, University of Illinois at Urbana-Champaign. Member from 2001-2016.

Western Illinois Reading Council, Member 2007-present.

Fulbright Association, Washington, D.C. Member from 1999.

Phi Delta Kappa, University of Illinois at Urbana-Champaign. Member from 1991-2017.

Association for Supervision and Curriculum Development. Member from 2000-2017.

